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ABSTRACT

This print component to the telecast "Making the American Dream Work for Our Children: A New Vision of School Guidance" focuses on collaborative approaches to helping young people achieve in school and raise their academic and vocational aspirations. Like the telecast, this booklet offers alternative approaches to established methods of school guidance. It contends that schools can no longer hold sole responsibility for setting young people off on the road to success and fulfillment and notes that families, communities, and businesses must also play a role in this process. Examples of successful strategies that have made a difference in young peoples' lives, and a step-by-step outline of how to initiate similar efforts in one's own school are presented. It is noted that more than half a million students drop out of school each year and at least a half million more push through and graduate but never master a core of essential information and skills, nor develop the self-awareness and worldly perspective to make mature, informed choices about the future. It is claimed that even the advantaged students suffer when no one is there to push them and that all young people need advice, encouragement, information, and support. This booklet is intended as a primer on good guidance; it is a place to start for schools and communities as they rededicate themselves to the task of guiding and educating children to success. References list 11 readings and 2 video productions. (LLL)

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GUIDING CHILDREN TO SUCCESS: WHAT SCHOOLS AND COMMUNITIES CAN DO

REALIZING AMERICA'S HOPE

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GUIDING CHILDREN TO SUCCESS: WHAT SCHOOLS AND COMMUNITIES CAN DO

Companion Publication
for **Making the American Dream Work for Our Children: A New Vision of School Guidance**
A South Carolina ETV Teleconference

Prepared by
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and
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Chapel Hill, NC

Based on research conducted in 1990 by MDC, Inc. for the Lilly Endowment Inc.

The authors extend a special thanks to Gayle Dorman, program director in the Education Division of the Lilly Endowment, whose commitment to high goals and strong schools for all children has inspired us in this work.

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Published by South Carolina ETV

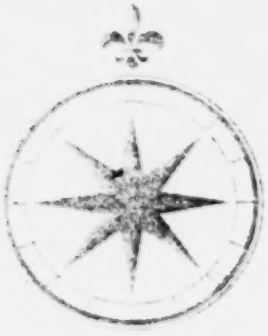
PREFACE

Guiding Children to Success: What Schools and Communities Can Do is the print component to the telecast, **Making the American Dream Work for Our Children: A New Vision of School Guidance.** Produced by South Carolina ETV and funded by the Lilly Endowment Inc., with additional support from the Metropolitan Life Foundation, this broadcast focused on collaborative approaches to helping young people achieve in school and raise their academic and vocational aspirations.

Like the telecast, *Guiding Children to Success: What Schools and Communities Can Do* offers alternative approaches to established methods of school guidance. Traditional concepts are not meeting the needs of today's students. Schools can no longer hold sole responsibility for setting young people off on the road to success and fulfillment. Families, communities and businesses must also play a role in this process. *Guiding Children to Success: What Schools and Communities Can Do* presents examples of successful strategies that have made a difference in young peoples' lives and offers a step-by-step outline of how to initiate similar efforts in one's own school.

Guiding Children to Success: What Schools and Communities Can Do was prepared by the staff of MDC, Inc. Founded in 1967, MDC is a private nonprofit research and demonstration organization concerned with strengthening the workforce and the economy through innovations in employment and economic development policy and programs.

Making the American Dream Work for Our Children: A New Vision of School Guidance and *Guiding Children to Success: What Schools and Communities Can Do* are part of REALIZING AMERICA'S HOPE, a comprehensive initiative designed to inform citizens, educators and legislators about the crisis facing America—that nearly one third of America's youth leave high school unprepared for work or further education. A major goal of the project is to encourage school, community and family collaboration to address the challenge. In addition to Lilly Endowment and the Metropolitan Life Foundation, this project is being funded by the Charles Stewart Mott Foundation and the General Motors Corporation.



This multi-video and print package debuted in January with two-and-a-half hours of powerful prime time programming—**All Our Children with Bill Moyers** and **Responding to 'All Our Children'—Bill Moyers Live from Longstreet Theatre.** In early February **Investing in Our Youth: A Nationwide Committee of the Whole,** a two-hour teleconference for state legislators, aired. For information on how to obtain copies of these productions and additional print materials, see page 24.

REALIZING AMERICA'S HOPE is the latest in a series of efforts funded by the Charles Stewart Mott Foundation and managed by MDC, Inc., examining the concerns of youth. MDC's 1985 report, *Who's Looking Out for At-Risk Youth,* and 1988 report, *America's Shame, America's Hope: Twelve Million Youth At Risk,* led to a 1989 national teleconference, **America's Shame, America's Hope,** hosted by Bill Moyers.

Other organizations participating in REALIZING AMERICA'S HOPE along with MDC, Inc. and South Carolina ETV include the Education Commission of the States, the National Conference of State Legislatures, the Public Television Outreach Alliance, the National Media Outreach Center, Public Affairs Television, Inc. and the National School Boards Association.

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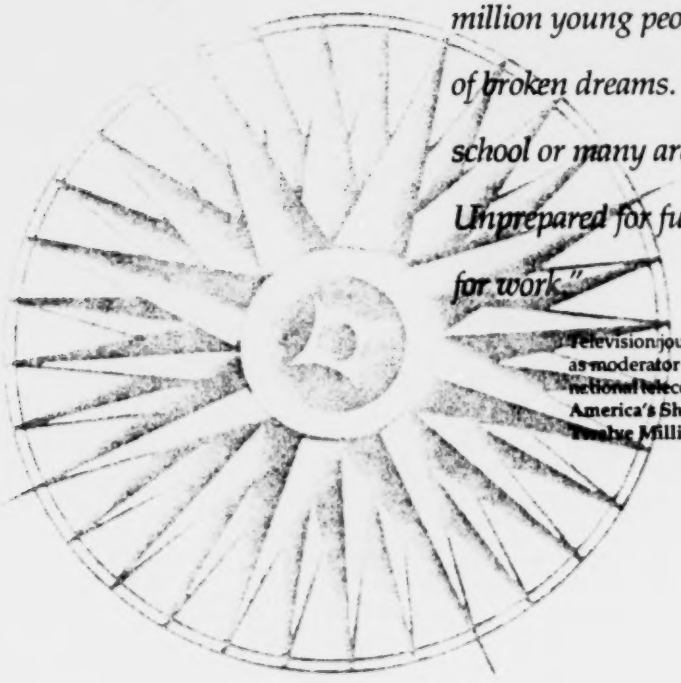
"If I told you that tomorrow America intends deliberately to take from our classrooms every third child and bury them alive, you'd gasp in horror. But we're already doing that. Twelve million young people are trapped in the debris of broken dreams. They're dropping out of school or many are leaving school unprepared. Unprepared for further education, unprepared for work."

Television journalist Bill Moyers
as moderator of the April 27, 1989
national teleconference,
America's Shame, America's Hope:
Twelve Million Youth At Risk



"I want to make sure that every student in this school develops [a special talent] . . . It can be in math or in music. I want these kids to know the satisfaction of doing something very well."

Robert Hayes
Counselor
Lawrence Central High School
Indianapolis, Indiana

INTRODUCTION

In the words of the United Negro College Fund, "A mind is a terrible thing to waste." Yet waste them we do—and by the bus load.

Despite the best efforts of schools, parents and communities, waste remains a pervasive by-product of the American educational enterprise. This truth holds across the board—for rich as well as poor, white as well as minority, rural as well as inner-city or suburban communities. Only a lucky handful of our children are supported, encouraged and challenged sufficiently to reach their full potential as students and as people.

By expecting too little from our children, failing to provide them needed counseling and services, and refusing to work together, we allow the vast majority to stop short of their best.

More than a half million of our youth drop out of school each year. And at least a half million more push through and graduate but never master a core of essential information and skills, nor develop the self-awareness and worldly perspective to make mature, informed choices about the future. They wake up in their caps and gowns the morning after graduation, their heads pounding with a hangover (literal or figurative, perhaps both). And they wonder, often for the first time: "What now?"

Even the advantaged students, the more affluent, suffer when no one is there to push them, no one is there to fan the flames when sparks of youthful creativity flare. Or else they embark on a path prematurely, without benefit of a mature voice to talk them through the implications of their choices and ground their plans in reality.

Who helps school children decide what courses to take? Who talks them through their grade problem or their parent problem? How do they resist the temptations of drugs, alcohol, sex, delinquency? Or cope with the pressures of qualifying for and affording college or technical training? How do school children learn to carry education and personal development out of the school building and into the grown up world? Who helps them develop an ethic of achievement, a commitment to excellence, to guide them in their adult lives?

Herein lies one of the most critical—but least discussed—issues in the American educational dilemma: the process of giving guidance.

All kids, because they are kids, need guidance. They need advice, encouragement, information, support. They need an ear to bend, a role model to look up to, a caring adult to bring out the talent and the promise hidden inside each and every one of them.

And, as our society grows more troubled—more littered with crime and drugs, as the number of families living in poverty multiplies, and as our economy grows ever more demanding and complex, children need this guidance more than ever. They need it from all corners of their community—their families, teachers and counselors, and coaches in their

"By expecting too little from our children . . . we allow the vast majority to stop short of their best."

"All children can be coached and coaxed to strive for excellence and to achieve . . . What's required is a comprehensive vision of guidance . . . ."

schools, and adults in the community—business people, social workers, neighbors, clergy.

Too many of our young people are not getting good guidance today. They as individuals, and all of us as a society, are paying the price economically, socially and culturally.

A mind is a terrible thing to waste.

Here is the good news: A sprinkling of schools and communities across the country are proving that this waste can be averted. All children can be coached and coaxed to strive for excellence and to achieve—in the classroom, and in life. What's required is a comprehensive vision of guidance and a new level of commitment, creativity and collaboration on the part of schools, parents and communities.

In this booklet you will find several stories of good guidance. What they have in common is this: They show caring, creative, compassionate adults who are actively involved in children's lives—engaging them, challenging them, helping them to discover their promise and how to put that promise to its highest and best use.

If we hold to the original meaning of the word education—"to lead forth"—the goals of guidance are synonymous with the goals of schooling. Good guidance is no antidote for bad schooling; but neither can good schooling occur without good guidance.

The following pages are intended as a primer on good guidance—a place to start for schools and communities as they rededicate themselves to the task of guiding and educating children to success.

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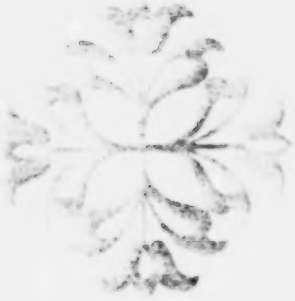

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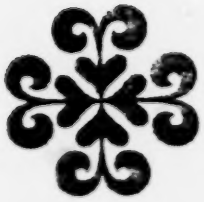
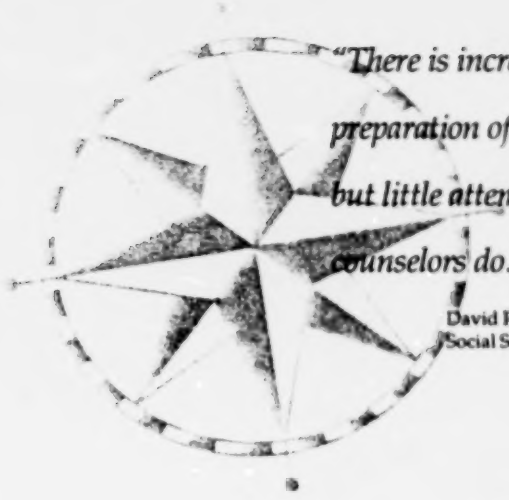


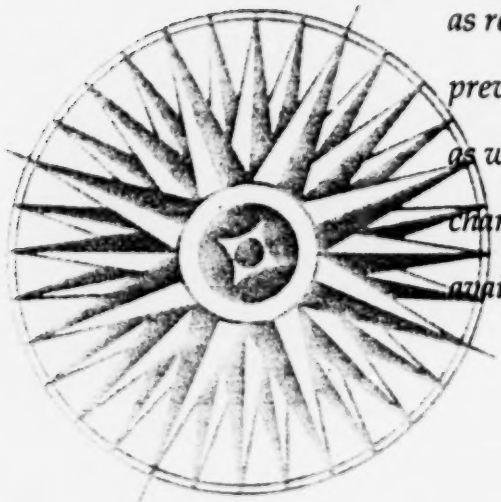


"There is increasing pressure to improve the preparation of school teachers and principals, but little attempt to appreciate the work counselors do."

David Reisman
Social Scientist

"The 'traditional' work of the school counselor is in need of well-seasoned revision . . . [Guidance must be made] habilitative as well as rehabilitative, proactive as well as reactive, preventative as well as remedial, skill-additive as well as problem-reductive, and characterized by outreach as well as availability."

American School Counselors Association



REINVENTING SCHOOL GUIDANCE: THREE STORIES

If you remain skeptical about the role of guidance in the education of our children, the importance of good guidance, consider the stories of Banning High School in Los Angeles, Martin Luther King, Jr., Elementary School and Brennan-Rogers Elementary School in New Haven, Connecticut, and Vermont Technical College in Randolph, Vermont.

Together these stories remind us that all children can learn, all can achieve and excel if their schools, their parents and their communities challenge them sufficiently and guide them with creativity, commitment and compassion.

JAMES COMER AND THE NEW HAVEN MODEL FOR ELEMENTARY SCHOOL GUIDANCE

How can we educate poor minority children in inner-city schools? In 1968, James Comer and his colleagues at the Yale University Child Study Center set out to document an answer. They succeeded.

Comer began his work in two New Haven elementary schools—the Baldwin Elementary School and the Martin Luther King, Jr., Elementary School. The student population at the two schools was 98 percent black. Virtually all of the students were poor, and over 50 percent came from welfare families. Few were prepared psychologically or intellectually for the structured, regimented environment of school. Their achievement levels (two to three grades below national norms) were the lowest in the New Haven school district. Serious behavior problems occurred regularly and student absenteeism was high. Among administrators, teachers, students and parents, conflict rather than cooperation was typical.

The key to breaking the cycle of underachievement, Comer and his colleagues surmised, was in getting a better match between the messages (guidance) delivered to children at home and the messages (guidance) delivered at school. According to Comer, "The contrast between a child's experiences at home and those in school deeply affects the child's psychosocial development, and . . . this in turn shapes academic achievement . . . The failure to bridge the social and cultural gap between home and school may lie at the root of the poor academic performance of many of these children."

Over the course of several years, Comer designed and refined a comprehensive program to narrow the cultural divide between home and school, sensitize the schools to the developmental needs of students, and install new and more intensive services to address the psychological needs of troubled students. (Baldwin Elementary eventually withdrew from the demonstration and was replaced by Brennan-Rogers Elementary, a school with conditions similar to those at King and Baldwin at the beginning of the project.)

The program includes three central components:

A governance and management team for the school led by the principal and made up of elected parents and teachers, plus a mental-health professional and a member of the school's support staff. This team is empowered to make

1

"The key to breaking the cycle of under-achievement, Comer and his colleagues surmised, was in getting a better match between the messages [guidance] delivered to children at home and the messages [guidance] delivered at school."

policy on a broad range of academic and behavioral policies in the school, but all decisions must be made by consensus, rather than by edict from the principal or majority vote of the team. Comer established the team, he says, because "it was obvious that we would make no progress until we had reduced the destructive interactions among parents, teachers and administrators and given cohesiveness and direction to the schools' management and teaching."

Increased parental involvement is the second critical component of the Comer model. This involvement is directed on three levels: shaping policy through their representatives on the school management team; participating in activities to support the schools—working as classroom assistants, or sponsoring events such as potluck suppers, book fairs and graduation ceremonies; and attending school events. The result of these efforts is to bring parents into the school community. At Brennan-Rogers Elementary, for instance, 92 percent of the parents visited the school ten times or more in the 1987-88 school year.

"All of the money and effort expended for educational reform will have only limited benefits—particularly for poor minority children—as long as the underlying developmental and social issues remain unaddressed."

2

New approaches to meeting the needs of children with emotional, learning or behavioral difficulties are the final key piece of Comer's intervention model. School psychologists, social workers and special education teachers are assembled as a team to review every case, and one member of the team is assigned primary responsibility for each. In the New Haven schools, these teams also developed new approaches to meeting student needs: A "Discovery Room" was developed where "turned off" children could form a relationship with a trusted adult and rediscover learning through play; and a "Crisis Room" provided refuge for children who were "out of control." But unlike many conventional approaches, the Comer model addresses children's behavioral problems in a larger context—one dedicated to making the school an environment where learning and achievement are supported and rewarded.

Since its initiation 20 years ago, the cumulative impact of the New Haven demonstration has been dramatic. Students in King and Brennan-Rogers, once ranked lowest among the 33 elementary schools in New Haven, ranked third and fourth best in the city by 1984. Attendance rates at King School rose to best in the city in the early '80s and serious behavioral problems have been absent from both schools for more than a decade.

In recent years, the Comer model has been duplicated successfully in Prince George's County, Maryland, Benton Harbor, Michigan and Norfolk, Virginia. Presently, the model is being replicated in areas of Arkansas and Kansas, as well as throughout the New Haven school district. And, in 1990, the Rockefeller Foundation provided Comer and the Child Study Center at Yale a multimillion dollar grant to implement the Comer model throughout the Washington, D.C., school system.

In summing up the reasons for his model's success, James Comer stresses the cultural gap that continues to separate poor children and typical schools. And he warns, "All of the money and effort expended for educational reform will have

only limited benefits—particularly for poor minority children—as long as the underlying developmental and social issues remain unaddressed."

The thrust of Comer's model is what we call better guidance—a strong system of school-based supports that helps every child reach for and attain excellence. It is a critical, perhaps the most critical, neglected piece in the education reform puzzle.

STRESSING ACHIEVEMENT AT BANNING HIGH

In 1975, when Phyllis Hart came to take over as college guidance counselor at Phineas Banning High School in Los Angeles, only 30 of the school's 1,200 tenth-graders were taking honors classes and only about five percent of school graduates were going on to college.

". . . only thirty of the school's twelve hundred tenth-graders were taking honors classes . . . ."

Hart wanted to know why, so she got permission from Banning's principal to visit junior high school students who were on their way to Banning. "Who goes to college?" she asked an eighth-grade English class. "Rich people" or "smart kids," the kids responded. These eighth-graders, mostly minority and lower-to-middle class, did not expect to go to college.

Asked what they wanted to be when they grew up, most of the eighth-graders named career goals that required college education. Told this, they were astonished. Most did know that their teachers had been to college.

Something needed to be done, Hart decided. She found several teachers and another counselor, Helen Monahan, ready to help.

First, they introduced a three-part college core curriculum contract for every student that had to be signed by teacher, parent and student. The contract was brief but explicit. Any student could enroll in a new college curriculum, regardless of test scores and prior academic record. Students would no longer be held down by low expectations from the school staff.

To participate in the college core curriculum classes, students had to pledge to put in two-to-four hours a day of study time, attend classes with no more than five absences per semester, keep academic achievement as the top priority, and maintain at least a "C" average. Parents had to pledge to review progress reports at the five-, ten-, and 15-week marking periods, monitor their child's attendance, provide a quiet study area at home, and communicate frequently with teachers and counselors in the school. The school pledged to deliver the new curriculum in such a way that the students would be successful in their courses.

Enrollment in the new curriculum skyrocketed beyond the old honors program enrollment. During the first year, 200 students were enrolled, then 500 a year later, then 1,100 in the third year.

The transition was not always smooth. Many teachers resented the increased burden of teaching more rigorous

"Today, about a third of all students sign up for the college core curriculum . . . ."

classes, and several complained about having to teach students from different cultural backgrounds, many with limited basic skills. On one occasion, a teacher called Hart to complain that many of her new students weren't doing their homework. Hart visited the class and asked, "How many of you are going to college?" All put their hands up. "How many of you did homework last night?" Only half put their hands up. "Something's wrong here," Hart told the class, "either you want to get out of your contract, which we'll take up together. Or you need to get your work done." The next day, all homework was up to date.

To bolster the college core curriculum program, Banning added several elements to the effort over the ensuing 12 years. In 1978, the school initiated academic booster clubs, involving over 400 parents and establishing a fundraising effort to raise money for tutoring. These clubs, which mirrored the athletic booster clubs popular in the school for years, gave out academic awards to children and then academic parenting awards as well.

Hart and the teachers and counselors at Banning also made a special effort to improve student achievement in mathematics, which emerged as the gatekeeper to college. They went across the city to Garfield High, home to Jaime Escalante's celebrated Advanced Placement calculus classes, depicted in the popular movie, *Stand and Deliver*. The visit opened the eyes of the Banning faculty, and math teachers soon scrapped their old curriculum and developed more challenging courses. Students began making better progress in math.

Today, about a third of all students sign up for the college core curriculum and only about 10 percent of these participants drop back to a less rigorous program. (Before students can drop the program, they are given a form that must be signed by them and countersigned by their parents. "By dropping this Algebra II class," it might say, "I understand that the following options will be closed off to me . . . ." Sometimes, students who drop the college core return quickly to the program, saying that the general education classes are so easy they're boring.) In all, about 65 percent of Banning's students go on to college—including Harvard, Yale and MIT as well as community colleges.

Since 1987, Phyllis Hart has been working to spread the guidance model she developed at Banning to other schools in California. As guidance coordinator for The Achievement Council, a nonprofit organization active in school improvement efforts throughout California, Hart has developed a summer institute to train guidance counselors, teachers and principals in the principles and practice of good guidance.

Meanwhile, back at Banning High School, Helen Monahan has taken over the reigns of the college core effort. Monahan, who has been at Banning for many years and worked closely with Hart before her departure, reports that some teachers still have a hard time buying into the achievement concept.

These teachers worry most about the self-selection process that allows any student—regardless of prior academic performance and test scores—to enroll in college-preparatory classes. Many of these students have poor work habits and academic deficiencies when they enter the school.

Yet, through all of the experience at Banning, Monahan says, the record shows that many kids who would have been screened out of the college core curriculum have gone on to become successful college students.

"Most of the tests used to screen out students are totally inadequate to test kids from poor homes," Monahan says. "When you throw in kids from poor, Spanish-speaking homes, the tests are totally useless. Poor past performances reflect more on the school's expectations than on the kids' [ability]."

Banning's techniques help young people see the positive consequences of excelling academically. Banning's experience reminds us that every young person has a strong desire to do something well. Good guidance taps into that basic desire and helps it find expression and fulfillment.

CHANGING EXPECTATIONS FOR GIRLS IN VERMONT

In the early 1980s, two deans at the Vermont Technical College in Randolph, Vermont, grew concerned that few female students were enrolling in courses leading to technical careers. Harry Miller and Judith Hastings started looking for reasons and quickly discovered that fewer and fewer students within the state, especially young women, were choosing the high school-level math and science courses that would qualify them for majors offered at the technical college.

As they talked with counselors and teachers across the state, Miller and Hastings learned other disturbing facts. Most girls lost interest in math and science in junior high school and the majority planned to go into low-status, low-paying careers. The problem, it seemed, was that girls were unaware of the exciting, rewarding technical careers open to them and of the connection between taking math courses in high school and becoming accepted into college. Their findings were confirmed by national research showing that unequal treatment of boys and girls in classrooms and schools deprives girls of opportunities to learn and is at the root of persistent deficits in girls' academic and career achievements.

But how to increase their awareness and raise their aspirations?

Twice the college convened annual conferences of educators, business leaders and public agency representatives to consider the problem. Astronaut Sally Ride gave the keynote address at one conference and urged conferees to look at strategies that would convince girls they could achieve in math and science as easily as could boys.

"What came next was the hard part," says Jennifer Williams, who now directs the college's Women in Technology Project. "The college started working with 40 advisors from across the state—K-12th-grade teachers, directors of vocational

"Banning's experience reminds us that every young person has a strong desire to do something well. Good guidance taps into that basic desire and helps it find expression and fulfillment."

education, businesspersons, professors and administrators at the college level, and state education specialists. We met regularly for over a year to brainstorm ideas and work through disagreements over such issues as what age group to focus on. Finally, we came up with a three-pronged project plan. First, we created a statewide speakers bureau, made up of women in a variety of math and science careers who traveled, upon request, to schools to talk about their careers. Next, we set up shadow days on the college campus and at workplaces for girls interested in exploring technical careers. And, finally, we designed a summer math and science camp for seventh- and eighth-grade girls."

Each summer 50 to 85 girls from across the state come to the camp for a week of engineering projects and camping experiences. Women engineers, technicians and scientists serve as instructors for a curriculum that emphasizes hands-on learning activities. Girls build solar-powered toy cars, electronic sirens, electronic message minders, model water supply systems. They also take field trips to nearby industry and attend career-planning seminars.

"We've already seen a tremendous change in the self-esteem of the girls . . . Being able to build things and understand how mechanical devices work gives the girls more confidence and eliminates some of the fear of math and science . . . ."

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Last summer the college experimented with a follow-up camp for girls in grades eight through ten who had participated in one of the previous summer camps. These classes emphasized math, computers, astronomy, drafting and rehabilitative medicine.

The college has yet to see an impact on college enrollment because original campers are only in the 11th grade at this time. But a longitudinal study is tracking the activity of the campers to see how their career aspirations as well as their math and science achievement has changed.

"We've already seen a tremendous change in the self-esteem of the girls," says Williams. "Being able to build things and understand how mechanical devices work gives the girls more confidence and eliminates some of the fear of math and science. We tell the girls they are just as bright as boys and there is no reason they can't do well in math and science. Then we prove it to them by exposing them to a number of women who have excelled in math and science careers. After a week in camp, where they have experienced success at hands-on technical projects, most come to believe it is possible for them, too."

Last year the project added another component to reach elementary students. Under a cooperative arrangement with the Girl Scouts, project staff run an after-school, two-part program to help scouts in fourth through sixth grades earn a Computer Fun Badge. Girls get hands-on experiences with computers and robots.

The Vermont experience reminds us, again, that as we help our children find their talents and their place in the adult world, we must take off our own blinders as to what they can achieve.

All children can learn, if we provide them the advice, encouragement, information and support they need.

GOOD GUIDANCE IN YOUR SCHOOL

How can your community, your schools, provide this good guidance. What can you do to develop in your children a commitment to excellence and to provide them the advice, encouragement, information and support they need to realize their potential? There are no easy answers, no right ways to good guidance. Often, in fact, the best guidance comes by chance, informally, through relationships that develop organically between students and the adults in their lives—teachers, scout leaders, cafeteria workers, coaches, big sisters.

But experience from successful schools around the country does yield lessons for schools and communities wishing to provide their children systematically with more and better and more timely guidance.

These lessons suggest the following actions for guidance improvement:

1. Develop a comprehensive vision of guidance—one that starts with the belief that every child has talent and promise that deserve to find full expression, and that sees good guidance as a part of the core mission of every school.

2. Involve the whole school in the guidance process so that the entire school staff becomes arms to the guidance office, encouraging all students and working to meet their academic and developmental needs.

3. Seek out and involve families so that all children come to school ready to learn and all families learn how to support the fulfillment of their children's potential.

4. Utilize the resources in your community so that every facet of a child's environment is saying: You can do it!

"... every child has talent and promise that deserve to find full expression ...."

7

By attending to these strategies, drawing from the innovative efforts of other communities and developing creative new approaches of its own, your community might begin to replicate the successes of Banning High, the New Haven elementary schools and the Vermont Technical College.

Following is a discussion to help launch you on your way.

" . . . too few counselors trying to do too much for too many".

Keeping the Options Open: Final Report of the Commission on Precollege Guidance and Counseling
College Entrance Examination Board, 1986

"All factors argue for new visions, new configurations, new deployments of guidance resources which more effectively connect our schools and communities on behalf of youth."

"Guidance and Counseling:
A Shared Responsibility,"
by Dr. Edwin L. Herr,
Pennsylvania State University

TOWARD A COMPREHENSIVE VISION OF GUIDANCE

The guidance counselor: Disciplinarian of the wayward. Commander of a way station for the troubled. Consultant to the college-bound. Keeper of the class schedule. Harried, isolated, understaffed, overwhelmed with paperwork.

"College or crisis" is the term you hear most often to describe what school counselors have time to do these days. They counsel the substance abusers, troublemakers, pregnant teens, victims of abuse and suicidal and they help the college-bound work through testing and financial aid applications. But the guidance office is often not a haven for the many—not a place for helping students make wise decisions that keep their future academic and career options open, or for seeking the kind of grown-up advice all kids need from time to time.

"I ask every kid who comes to this school," says the principal of a midwestern alternative school, "where in your last school did you feel the safest, and not one of them ever says the guidance office. That's only the place they are sent to if they are in trouble or if they need a scheduling change. They don't see the guidance office as a place to get helpful advice."

The ratio of students to counselors is 750:1 in New York City and not much better in other inner cities. The ratios are a little better but just as frightening in rural hamlets where the absence of good advice seems perfectly matched to the lack of services. Most of the 24,000 public high schools in our country graduate fewer than 125 seniors a year and often their budgets leave no room for nonclassroom extras like guidance counselors. Still, the school counselor, where he or she exists, is the sole official advisor to millions of school kids in America today.

One problem with the current guidance system is that many students are making decisions, with or without family and school assistance, that are inconsistent with their future goals. In 1986, the College Entrance Examination Board found that by the tenth grade only half of ninth-graders who said they were going to college were enrolled in courses that would qualify them for college entrance. More recently the Department of Education has reported that while two thirds of eighth-graders see college in their future, only about one third plan to enroll in a college-preparatory program.

GUIDANCE TODAY

Throughout America, the implicit and explicit goals of school guidance vary widely from state to state, district to district, school to school. Methods for delivering guidance vary as well, and, among those who provide guidance, great differences persist in orientation and in training—reflecting long-standing and widespread disagreements among educators and counselors as to what school guidance should be, how it should be delivered, and by whom.

"The guidance counselor: Disciplinarian of the wayward. Commander of a way station for the troubled. Consultant to the college-bound. Keeper of the class schedule. Harried, isolated, understaffed, overwhelmed with paperwork."

The guidance profession is dominated, for the most part, by partisans of one or another camp in a long-standing guidance debate:

- the "clinical" or "mental health" school—where therapeutic counseling is the primary purpose and activity. For adherents of this school, the role of guidance staff is to intervene in crises, to make wounded children whole, to work with these children—one-on-one, for the most part—to overcome the psychological and cultural barriers that cripple self-esteem and make success more distant.
- the "educational" or "college" guidance school, which focuses far too often on the "promising," and whose primary goal is to push students toward college—and to help them get there.
- And, finally, the "career" or "vocational" guidance school, whose goal is to provide all children information about the world of work on which to base their future life choices.

It is hard to argue with any of these goals for school guidance. Each is critical. Yet each alone is also insufficient.

The clinical perspective brings a recognition that an increasing proportion of children bring to school with them problems that interfere with learning. Many clinically-oriented counselors, however, feel compelled to spend the bulk of their time in one-on-one counseling sessions with the needy few, rather than facilitating a comprehensive schoolwide guidance process for the many.

A prevailing but seldom spoken assumption of many clinical counselors is that problems from home and personal life prohibit needy children from learning, and these barriers must be removed before they can learn. The unintended effect of this assumption can be lowered expectations for troubled children; quietly but surely placing nails in these children's educational coffins.

The "college" or educational guidance perspective likewise brings both problems and promise to the guidance field. If clinical guidance tends to be "educationally minimalist" (i.e., crisis intervention), college guidance can drift toward "educational elitism"—focusing on the most promising students, those bound for college, while ignoring students for whom college does not seem a realistic or relevant goal.

At its best, college guidance can provide a powerful reinforcement to the core mission of the school—promoting high aspirations and academic achievement. This is true particularly when counselors reach out to students whom the schools have not served well traditionally—the so-called "forgotten half." At its weakest, college counseling retreats to simple information sharing for the self-selected few—those already motivated to attend college.

"Career" or vocational guidance offers a welcome counterpoint to the "college or crisis" phenomenon, insisting that organized guidance programs serve all children

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"If clinical guidance tends to be . . . crisis intervention [oriented], college guidance can drift toward 'educational elitism'—focusing on . . . those bound for college, while ignoring students for whom college does not seem a realistic or relevant goal."

throughout their school years—not just the lucky (and unlucky) few after they reach high school.

But the guidance curricula now popular with vocational counselors are not in themselves an answer to the guidance dilemma. They have little connection to the more immediate mission of the school—academic achievement. And through their emphasis on set-piece "lessons," these curricula assume that the great need in guidance is for better information and rote skills—rather than for support for students to develop a personal vision for the future, an inner compass on which to rely as they navigate their lives and careers.

To meet the guidance needs of all our children, schools and communities must incorporate the best of all three perspectives. They must develop a comprehensive vision of school guidance, and they must pursue new and innovative methods for delivering the guidance kids need.

GUIDANCE FOR TOMORROW

Back in 1940, the seven leading causes for discipline in California public schools were: (1) talking in class, (2) chewing gum, (3) making noise, (4) running in the hall, (5) getting out of turn in lines, (6) wearing improper clothing, and (7) not putting paper in the wastebasket. In 1982, the seven leading youth problems cited by local California police departments were: (1) drug abuse, (2) alcohol abuse, (3) pregnancy, (4) attempted suicide, (5) rape, (6) robbery, and (7) assault. Gone are the good old days.

In 1967, 41.1 percent of all jobs in America were held by high school dropouts, while college graduates held just 13.2 percent of all jobs. In 1987, dropouts held only 14.9 percent of the jobs; college graduates held 25.3 percent. Between now and the year 2000, the average new job will require two years of postsecondary education. Gone are the good old days.

So what kind of guidance do kids need to navigate these troubled and complex waters?

Many need personal counseling and social services, certainly—for substance abuse or child abuse, for health problems or learning disabilities, for psychological stress. Many, given the increasing demands of the labor market for a high level of basic skills and for postsecondary training, need vocational counseling as well.

"In 1967, 41.1 percent of all jobs in America were held by high school dropouts . . . In 1987, dropouts held only 14.9 percent of the jobs . . . ."

"Good guidance does not begin or end in the guidance counselor's office; rather, it is offered by entire schools, entire communities, working together . . . ."

And still others need meaning and direction restored to their experience of school. Research indicates that many youngsters who leave school at age 16 have begun the psychological process of dropping out as early as the third grade, often failing to sense a relationship between what they are studying and their experiences of life outside school—or failing to realize enough day-by-day success and year-by-year progress in their studies to make schools a fulfilling place to be and to believe that education holds any real promise for them.

Finally, at a deeper level, what many of our children long for most is role models—one or more adults whom they can watch and learn from, with whom they can talk and relate, who will tell them, "You are capable of excellence. You are somebody." Every kid needs access to this kind of guidance, but it is especially important for children of disadvantaged families—young black males, for instance, who may have no adult male role model at home, or females who may need to see examples of women succeeding in the workaday world.

Exactly who provides this multidimensional guidance is less important than it be done in a caring, continuous way by someone the child trusts and respects—and that it begins early. "Guidance and counseling must be seen as a continuum or longitudinal process . . . designed to influence the aspirations, motivations and achievement of children," suggests Ed Herr of Pennsylvania State University. "Since children do not live and grow independent of the feedback and reinforcement of others, particularly adults, a guidance and counseling process should involve not only children, but parents, teachers and other adults in the community whose support of children is or can be significant."

Good guidance is developmental and preventative, rather than reactive and remedial. It begins intensively in the elementary school years, middle school at the latest. And it aims to address children's needs at several levels:

1. It challenges them to develop an ethic of achievement in their lives, a commitment to personal excellence.

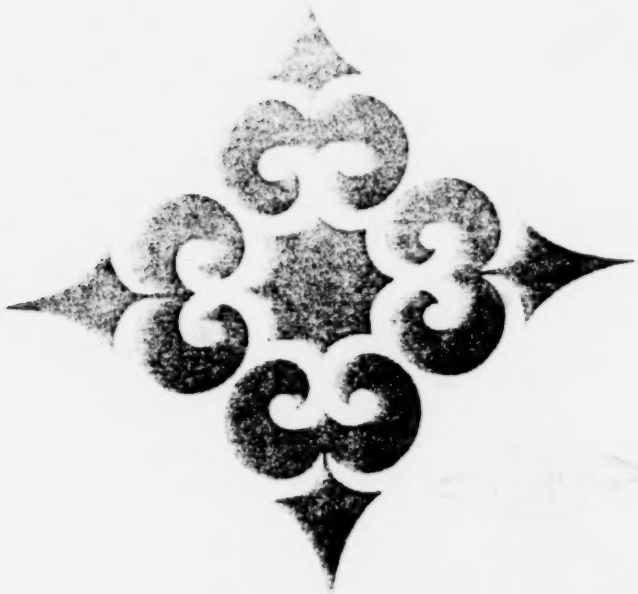
2. It helps them build the skills—in decision-making and self-awareness—to set ambitious but realistic goals and to keep themselves on track toward achieving these goals.

3. It provides students the information they need to realize their goals—selecting the right classes, picking an appropriate vocational track, choosing among colleges, obtaining financial aid.

4. It ensures that students have opportunities to experience success on a regular and continuing basis.

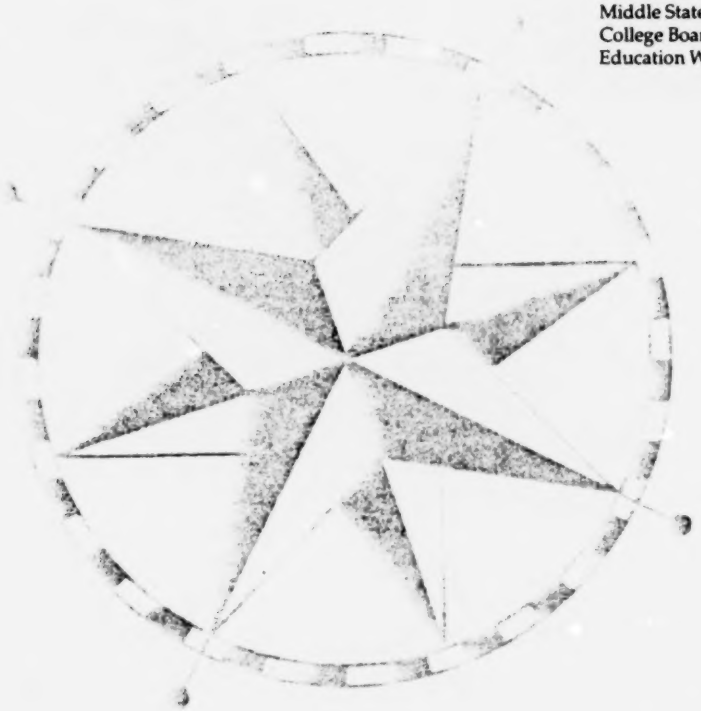
Good guidance does not begin or end in the guidance counselor's office; rather, it is offered by entire schools, entire communities, working together to provide all children the advice, encouragement, information and support they need throughout their developmental years.

Seen properly, good guidance is not an educational luxury item—a tangential or supplementary set of services. Like good teaching, it must be part of the core mission of every school.



"The time has come to create a new model for guidance and counseling . . . Counselors might serve as coordinators of students' learning opportunities by working to improve academic programs and the climate of the school and by developing a variety of support services to assist all students. Not simply one more piece in a loosely wrapped package, counselors can tie together all facets of the school experience."

Kenneth E. Hartman
Middle States Regional Office
College Board
Education Week—June 1, 1988



ACTIVATING THE VISION

Once a comprehensive vision for guidance is developed and accepted—by teachers, administrators, counselors . . . the entire school community—the avenues opened for delivering guidance become wonderful and numerous. Everywhere lies opportunity for innovation, everywhere lies opportunity to transcend the narrow bastion of old-fashioned guidance—the one-on-one student-counselor conference.

The guidance office can become the hub of an ambitious, creative, schoolwide effort to provide students the advice, encouragement, information and support they all need. And the guidance counselor can become less the sole custodian for guidance and more the facilitator of a schoolwide guidance effort—involving teachers, administrators and other school personnel, as well as parents and community volunteers—to foster student learning and development.

Examples of what schools, families and communities are doing to become more involved in the guidance process are highlighted on the following pages.

INVOLVING THE WHOLE SCHOOL IN THE GUIDANCE PROCESS

How can schools complement academic learning with formal and informal guidance? How can they provide students with ample opportunities to know and to learn from adults in the school—teachers, coaches, administrators and others?

Across America, schools are answering this question in innovative ways, some big and some small.

- At an inner-city school in New York, teachers noticed that many students were arriving early to school every morning with nothing to do. So they established a "7:45 Club," where students and teachers found interesting and fun ways to spend the early morning hour: Some groups did needlework, some did body building, some went jogging, some baked bread and sold it to other students. Though activities were informal, recalls the former school's principal, "You would be amazed at how much real counseling came out of it naturally when the kids had an adult to relate to and were not being graded."
- At an alternative school in Columbus, Indiana, a bus driver approached her principal and asked if there was any way for her to support the school's troubled youth. Now, every Friday morning she and a group of students cook a special breakfast for the school; and in the process she has become a valued confidant for these kids, a trusted adult voice in their lives.
- The San Diego school district recently hired Leonard Thompson and three other young African-American college graduates. Their job: to serve as full-time mentors for young black males in two elementary and two middle schools. At Knox Elementary School, where Thompson works, students and parents both call on him from seven in the morning until eleven at night—at school and at home. "You have to be available for the boys," he says, "so I give them all my home number."

"The guidance office can become the hub of an ambitious, creative, schoolwide effort to provide students the advice, encouragement, information and support they all need."

Other schools through a variety of means—peer counseling groups, outdoor adventures, structured homeroom classes, guidance curricula—are involving school personnel more systematically in the guidance process. In effect, the entire school staff becomes arms to the guidance office, everyone in the school working together to meet the developmental needs of children.

"Confidence, values, and skills begin at home through parental reinforcement."

School Counselor
Albuquerque, New Mexico

APOPKA HIGH SCHOOL

When you enter the freshman class at Apopka High School in Orange County, Florida, you are assigned with 17 of your classmates to an unusual class—not math or English or social studies or science, but WINGS—a four-year class for guidance.

Once every month, students attend the WINGS class and discuss an issue critical to their futures—career options, substance abuse, college planning, financial aid. These classes are planned by the school's WINGS coordinator and delivered by regular teachers.

WINGS classes at Apopka remain together for all four years of high school, and their WINGS teachers are the first place students go for help with personal problems. Only for the serious problems is the guidance office involved; otherwise, the role of the guidance staff is to support the WINGS effort.

Prior to introducing WINGS, the ratio of students to counselors was 350:1. Now each staff member, including teachers and administrators, has a personal connection to 18 students. According to Martha Cooper of Apopka High, more information is being disseminated to more kids and in a uniform way. Teachers and students have stronger connections.

Having to "teach" guidance classes has made teachers more aware of the problems kids are dealing with inside and outside the school and has increased their knowledge of vocational and college requirements. The capacity of the entire school to offer guidance has been significantly increased.

VALUED YOUTH PARTNERSHIP

Since 1984, 600 middle school and high school students in the San Antonio area have been hired to tutor troubled elementary school students. Like the younger children they tutor, all of these students are Hispanic and all are at risk—most with histories of frequent truancy, poor academic performance and antisocial behavior toward peers and toward school officials.

The tutoring has been remarkably beneficial, not just for the elementary school children but also for the older students. In the school districts around San Antonio, four-year attrition rates for high school students range from 32 to 37 percent. Yet, in 1986, only six out of the 100 tutors dropped out; and, in 1988, only one of 225 tutors (less than 0.5 percent) dropped out. Tutors have also shown dramatic improvement in school attendance, and steady improvement in grades and self-discipline.

According to the tutors, the opportunity for tutoring younger children boosts their sense of pride and responsibility. The small paychecks tutors receive reinforce the positive effect, allowing them to buy more presentable clothes, contribute to the family budget, and see themselves as wage earners, often for the first time in their lives.

INVOLVING FAMILIES

But schools cannot do it alone.

Families must also play a key role. Research shows that the educational attainment of parents—mothers, particularly—is the best single predictor of a child's academic performance. And the educational atmosphere in the home, the extent to which the home environment supports and encourages learning, plays a critical role in determining the educational success of each and every child.

Parents are every child's first teacher. Yet many parents, particularly disadvantaged parents, are unable to foster in the home an atmosphere to promote academic learning. Millions come from homes that never valued book learning and never developed the requisite literacy skills to help children with their schoolwork. Many also lack the know-how and the confidence to enter the school and become effective advocates for their child's education. And increasingly, single parents and even parents in two-parent families find themselves too busy earning a living to devote significant time to their children's schooling.

How can schools reach out and involve families in the educational process? How can they encourage and enable family members to support the learning enterprise? Some schools are leading the way by reaching out to parents of young children, training them to understand the developmental needs of children and to be their child's first teachers. Some schools focus on the parents of middle school and high school students—informing them about options for financing postsecondary education and, in the process, helping to raise their expectations and aspirations for their children. Other schools bring parents into the management process of the school itself, involving them in decisions about how the school operates for their children.

"Parents are every child's first teacher. Yet many parents, particularly disadvantaged parents, are unable to foster in the home an atmosphere to promote academic learning."

PARENT AND CHILD EDUCATION IN KENTUCKY

In many of Kentucky's Appalachian mountain counties, as many as two thirds of all adults lack a high school diploma. Historically, education has not been a valued commodity in these communities, and the legacy of undereducation is passed along quietly from parent to child, generation to generation. How can this tragic cycle be broken, how can educators intervene in these undereducated families and give the children a chance to learn and succeed?

In 1984, Sharon Darling, then director of adult education in Kentucky, developed an answer—the Parent and Child Education (PACE) program. The program invites undereducated parents and their preschool-age children to attend an elementary school—the parents for classes in remedial basic skills and parenting, the children for a Head Start curricula, and both together for a "parents as teachers" period each day. Also, while children nap, their parents are asked to volunteer within the school—to learn about it and become comfortable in the school environment.

Through the program, parents boost their literacy skills (many earn GEDs) and their capacity to support the educational development of their children; and children are

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acclimated and prepared to begin their schooling on an even footing with their more advantaged peers.

Since its initiation, PACE has spread to 34 counties in Kentucky, supported with its own $1.9 million annual appropriation from the state legislature. And the PACE model formed the basis of the Kenan Trust Family Literacy Project, an ambitious research and replication project, and the National Center for Family Literacy, a major training resource to encourage and enable communities across the country to initiate similar parent-child education programs.

PROJECT PRIME

Project Prime is an unusual partnership, operated by Arizona State University and backed by the College Board, the Educational Testing Service and the Hispanic Higher Education Association. Operating since January 1989, its goal is to heighten aspirations and boost educational attainment among minority children.

Among Project Prime's seven approaches to these goals is "Parents as Partners," a strategy to train minority parents to become aggressive and effective advocates for their children's education. Staff of Project Prime invite schools to recruit minority parents to participate in Parents as Partners (PAP) groups, and they hold a series of four Saturday-morning one-hour workshops for parents and teachers. After the four initial workshops, the PAP groups continue to meet, electing their own officers and establishing their own agendas.

Thus far, one PAP group has led a successful campaign to override an unfavorable school budget issue, and it has provided many parents the confidence to get involved in their children's schooling for the first time. Before Project Prime, says one such parent, "I was afraid. I felt insecure about myself. Most of the parents work but those who don't are afraid to come into the school during the day." Now she is president of her PAP group, and she's thinking of running for the school board.

"Our collective common sense is telling us that whole generations may be saved by . . .someone who cares . . . But it takes the involvement of individuals who will spare the time to teach pride and how to make it through life."

Margaret E. Mahoney
President
The Commonwealth Fund

UTILIZING THE RESOURCES IN YOUR COMMUNITY

School officials and parents aren't the only people concerned with the fate of America's children. Entire communities have a stake in the educational enterprise. And, as a result, many communities are developing innovative community-school partnerships to bolster the schools and support children.

In some communities, this collaboration is aimed at the management and financing of the schools—where business executives, community leaders and parents take an increasingly active role in identifying unmet needs of the schools and in mobilizing resources to address them.

In other communities, schools are actively drawing on community resources to meet the guidance needs of children.

Schools are initiating "mentoring" programs; social service agencies and schools are forming partnerships to provide joint services to youth they serve in common; businesses are encouraging high achievement through summer jobs and other incentives.

The possibilities for community-school collaboration are endless, wherever school administrators and guidance staff are willing to reach out and citizens in the community are willing to serve.

CINCINNATI'S FUTURE-THON

On January 29, 1990, the Cincinnati Youth Collaborative, a coalition of business, government, school and community groups, sponsored a two-hour television simulcast designed to recruit tutors, mentors and other volunteers to work with the city's young people. The idea had been tried out previously in St. Louis, where one station devoted one hour to a recruiting telethon. Cincinnati enlarged the concept and persuaded all nine local stations to carry the program.

One loaned staffer from the school district and one Youth Collaborative employee organized the event. Each cooperating television station took responsibility for a ten to 15-minute segment of the program, using their news anchors as well as national celebrities and community leaders.

Citizens were encouraged to volunteer for one or more activities: tutoring, mentoring, manning a downtown college information center, or serving as an enrichment resource provider for school classrooms.

Mentors were asked to see their mentees at least once a week for a year, while tutors were asked to meet with students once a week for one school year. The schedules of other volunteers were on an as-needed/as-available basis.

Over 17,000 calls came in to the future-thon. After prospective volunteers received more information and police checks were conducted, 1,556 volunteers were actually placed "on-the-job."

ONE-STOP SERVICE CENTERS IN NEW JERSEY

In January 1987, the State of New Jersey began an innovative program for community-school collaboration, the "New Jersey School-Based Youth Services Program." The $6 million per year program, developed by New Jersey's Department of Human Services, funds school-based human service centers in 29 locations around the state.

Each of these centers brings under one roof a wide variety of services for youth between the ages of 13 and 19, based on a plan developed cooperatively between teachers' unions; parent-teacher organizations; social services, health and employment agencies; and business roundtables.

All of the centers operate in or adjacent to a school building, and all provide recreational activities; employment counseling, training and placement; summer and part-time job development; drug and alcohol counseling; family crisis counseling; academic counseling and tutoring; and primary and preventative health services. In addition, some provide day care, family planning services, a 24-hour hotline and transportation assistance.

Interestingly, the centers have found the key to getting students to come in for help is to first get them interested in the recreational services. Centers that tried to recruit "needy" students for various guidance services found it difficult to keep kids coming back. Those that started by offering recreation programs first

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"The time has come to bring human services and education together . . . ."

found that students became more receptive to guidance services after they had come to trust the staff.

According to former Human Services Commissioner Drew Altman, "The time has come to bring human services and education together. At a very basic level," Altman says, "the School-Based Youth Services Program responds to the need of adolescent students for 'someone who will listen and help us make decisions.'"

GULF COUNTY COLLEGE COUNSELING PROJECT

Located in Florida's Panhandle, rural Gulf County offers stability and security for its residents. Many families have lived in the region for generations.

Employment opportunities for high school graduates have undermined the perceived need for higher education, and subsequent college-going rates have been below the national average. The two high schools serving the county, Wewahitchka and Port St. Joe, graduate about 150 seniors each year, one third of whom go on to two- or four-year colleges.

The area was an ideal setting for testing a low-cost model for providing college counseling, developed by deans at Middlebury College in Vermont and Rollins College in central Florida. The experiment began in 1987 with the creation of a Community Task Force of 16 local educators, business and community leaders and parents.

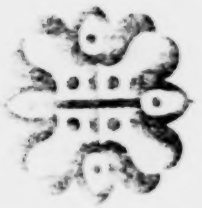
The task force has designed workshops for teachers and administrators on preparing students for standardized tests, assisting students in the college choice process and understanding financial aid programs. Deans from the cooperating colleges helped guidance counselors organize "college nights" for parents and courses for students on taking admissions tests. Local scholarship programs based on academic achievement, attendance and parental participation in workshops were established as well. In one school an unused space in the school library was converted into a college resource center where students are welcome to thumb through college catalogues and seek out other information about post-high school options. Juniors and seniors have also been given opportunities to participate in question-and-answer sessions with college students to help them overcome worries about being academically outclassed by youngsters with more sophisticated backgrounds.

Within a year the college-going rate more than doubled at one high school and jumped by a third at the other. Students who thought college was out of the question for them because of financial needs are now finding the resources to help support their college educations. Other students intimidated by the application process or unaware of the possibilities for further education have discovered new options for themselves after high school. As one counselor put it, "Our students have very small dreams for themselves. Through this project we have helped them dream bigger dreams."

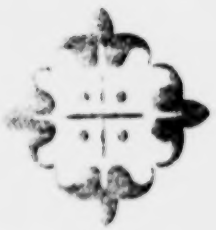
(Additional questions that will help you move from vision to action are found on page 22.)

CONCLUSION

In its 1986 study of guidance and counseling in America's schools, *Keeping the Options Open*, the College Board framed the guidance challenge in compelling terms:



"Schools should be caring environments in which students are respected and supported both as learners and human beings. All young people need such schools, but particularly the increasing number who suffer disadvantages from poverty, discrimination, and family stress or disruption. Yet, we have not heard from educational leaders about the importance of this basic need as much as we have heard about new requirements, more tests, and longer school hours. . . Improved guidance and counseling in the schools can contribute significantly to reducing the considerable waste of human talent."



There is no road to education reform that does not attend to children's often overlooked need for counsel—for the steady hand and attentive ear of caring, concerned adults. But there are also no easy answers to the guidance challenge, no shortcuts to good guidance.

By examining the innovative efforts in other schools and communities, however, and by culling the expertise of knowledgeable guidance practitioners and educators, common lessons do become apparent. This booklet has attempted to draw these lessons and to point out a number of cases where schools, families and communities are taking these lessons off the chalkboard and putting them to productive use in children's lives.

Good guidance is critical.

A mind is a terrible thing to waste.

APPENDIX A:

MOVING FROM VISION TO ACTION: A THOUGHT PROCESS FOR YOURSELF AND OTHERS

STEP ONE
Before you answer the questions that follow, think back to the people and experiences that motivated you to succeed in school and to achieve academically.

- Who motivated you, raised your aspirations, made you seek challenging educational goals? What did they do and how did they do it? Were they school people, family members, or people from other parts of your life?

- What was missing in the guidance you received? Why? What could have made things better?

STEP TWO
Now consider the situation our children are facing today.

- How good a job do schools, the family and youth-serving community organizations do in motivating children to reach for academic and life success?

STEP THREE
Now envision an ideal future where schools, the family and community organizations are actively promoting the notion of high achievement for every child.

- What are the schools doing to motivate and inspire students? What are counselors doing? Teachers doing? Principals doing? Other adults doing?

- What are families and community organizations doing to reinforce the messages given in school?

STEP FOUR
Now think about the steps needed to move from the way things are to your vision of how things should be.

- What needs to change in the way school guidance is done now? How would the roles and functions of key people in the schools need to change?

- What would need to be different at the elementary level? Middle school level? High school level?

- What barriers stand in the way of change? What changes now underway could contribute to further progress?

- What could schools and community organizations collaborate on now to send consistent messages about high achievement to young people?

- What other steps could be taken *now*—in schools, by governing bodies (school boards), by parents and families, by community groups to create a school environment where all children are "guided to success"?

- Whose leadership is required to get the ball rolling? What can *you* do to see that the first steps are taken?

APPENDIX B

ADDITIONAL READINGS

ADDITIONAL READINGS

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"Guidance and Counseling: Too Little, Too Late?," *The Harvard Education Letter*, Vol. IV, Number 3, Harvard Graduate School of Education, Boston, MA, June 1988.

Let's Do It Our Way: Working Together for Educational Excellence, R.C. Smith, Carol A. Lincoln, David L. Dodson, MDC, Inc., Chapel Hill, NC, 1991.

Additional information and resources are available from the American School Counselor Association, 5999 Stevenson Ave., Alexandria, Virginia 22304

APPENDIX C

REALIZING AMERICA'S HOPE
VIDEO AND PRINT COMPONENTS

VIDEO PRODUCTIONS

All Our Children with Bill Moyers, produced by Public Affairs Television, 90 minutes. Moyers and his colleagues examine the efforts of several programs and schools across the country which are achieving small victories in the lives of those young people who have known defeat.

Responding to 'All Our Children'—Bill Moyers Live from Longstreet Theatre, produced by South Carolina ETV, 60 minutes. Representatives from education, business, government and the family engage in lively discussion with journalist Bill Moyers in response to the challenges facing the nation's youth described in the Moyers' documentary, **All Our Children with Bill Moyers**.

Investing in Our Youth: A Nationwide Committee of the Whole, produced by South Carolina ETV, 120 minutes. This two-hour teleconference aimed at state legislators demonstrated how collaborative strategies are proving to be highly cost effective by cutting through bureaucratic red tape while serving clients more effectively.

Making the American Dream Work for Our Children: A New Vision of School Guidance, produced by South Carolina ETV, 60 minutes. This teleconference demonstrates how schools and businesses are being drawn into the school guidance process in order to better serve the nation's young people.

Investing in Our Youth, produced by South Carolina ETV, 30-minutes. Half-hour documentary edited from the case studies produced for the legislators' teleconference, **Investing in Our Youth: A Nationwide Committee of the Whole**.

Making the American Dream Work for Our Children, produced by South Carolina ETV, 30 minutes. Half-hour documentary edited from the case studies produced for the guidance teleconference, **Making the American Dream Work for Our Children: A New Vision of School Guidance**.

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PUBLICATIONS

Let's Do It Our Way: Working Together for Educational Excellence, by MDC, Inc. This handbook for everyone explains why it is important that all members of the community work with schools to educate young people and outlines step by step how to set up a collaborative.

Changing Delivery Systems: Addressing the Fragmentation in Children and Youth Services, by the Education Commission of the States and the National Conference of State Legislatures. This work describes collaborative strategies state agencies can use to improve youth services and stretch limited fiscal resources.

Guiding Youth to Success: What Schools and Communities Can Do, by MDC, Inc. This book provides a vision of comprehensive guidance that involves parents and the community as well as the schools.

For copies of these productions or publications, contact:

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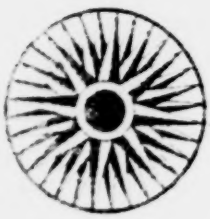
1-800-277-0829



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